



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Eddington School

SAU: RSU 63/MSAD 63

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2011-2012 NCLB Report Card



School: Eddington School
SAU: RSU 63/MSAD 63
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	27	27	100	78	86	73	7	70	19	4	27	0	
	2010-2011	30	30	100	73	75	70	10	63	10	17	30	0	0
Female	2009-2010	13	13	100	92	96	76	15	77	8	<1			
	2010-2011	17	17	100	71	71	74	18	53	6	24			
Male	2009-2010	14	14	100	64	77	69	<1	64	29	7			
	2010-2011	13	13	100	77	80	66	<1	77	15	8			
Caucasian/White	2009-2010	27	27	100	78	86	74	7	70	19	4			
	2010-2011	29	29	100	72	75	71	10	62	10	17			
African American/Black	2009-2010	0	0				46							
	2010-2011	0	0				43							
Hispanic	2009-2010	0	0				58							
	2010-2011	0	0				60							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	1	1	100			69							
American Indian or Native Alaskan	2009-2010	0	0				66							
	2010-2011	0	0				67							
Economically Disadvantaged	2009-2010	11	11	100	82	79	62	<1	82	18	<1			
	2010-2011	21	21	100	67	58	58	10	57	10	24			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	1	1	100			38							
	2010-2011	5	5	100			34							
Limited English Proficient	2009-2010	0	0				45							
	2010-2011	0	0				39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2011-2012 NCLB Report Card



School: Eddington School
SAU: RSU 63/MSAD 63
Grade: 04



MAINE
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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	35	35	100	71	75	67	23	49	26	3	34	1	
	2010-2011	25	25	100	72	81	67	16	56	24	4	25	0	0
Female	2009-2010	12	12	100	75	75	71	33	42	25	<1			
	2010-2011	13	13	100	92	96	72	23	69	8	<1			
Male	2009-2010	23	23	100	70	76	63	17	52	26	4			
	2010-2011	12	12	100	50	64	63	8	42	42	8			
Caucasian/White	2009-2010	33	33	100	73	77	68	21	52	24	3			
	2010-2011	25	25	100	72	81	68	16	56	24	4			
African American/Black	2009-2010	1	1	100			43							
	2010-2011	0	0				40							
Hispanic	2009-2010	1	1	100			59							
	2010-2011	0	0				54							
Asian or Pacific Islander	2009-2010	0	0				71							
	2010-2011	0	0				67							
American Indian or Native Alaskan	2009-2010	0	0				64							
	2010-2011	0	0				62							
Economically Disadvantaged	2009-2010	9	9	100		69	56							
	2010-2011	8	8	100		75	56							
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	5	5	100		36	34							
	2010-2011	2	2	100			29							
Limited English Proficient	2009-2010	0	0				46							
	2010-2011	0	0				43							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Eddington School
SAU: RSU 63/MSAD 63
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	27	27	100	59	73	62	15	44	33	7	27	0
	2010-2011	30	30	100	57	64	61	10	47	13	30	30	0
Female	2009-2010	13	13	100	77	80	61	23	54	15	8		
	2010-2011	17	17	100	53	52	59	18	35	12	35		
Male	2009-2010	14	14	100	43	65	63	7	36	50	7		
	2010-2011	13	13	100	62	77	64	<1	62	15	23		
Caucasian/White	2009-2010	27	27	100	59	73	63	15	44	33	7		
	2010-2011	29	29	100	59	65	63	10	48	10	31		
African American/Black	2009-2010	0	0				31						
	2010-2011	0	0				30						
Hispanic	2009-2010	0	0				52						
	2010-2011	0	0				49						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	1	1	100			64						
American Indian or Native Alaskan	2009-2010	0	0				54						
	2010-2011	0	0				59						
Economically Disadvantaged	2009-2010	11	11	100	36	50	50	9	27	45	18		
	2010-2011	21	21	100	48	50	49	<1	48	19	33		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	1	1	100			33						
	2010-2011	5	5	100			35						
Limited English Proficient	2009-2010	0	0				35						
	2010-2011	0	0				29						

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School: Eddington School
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Grade: 04



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	35	35	100	66	74	62	14	51	20	14	34	1
	2010-2011	25	25	100	68	77	60	4	64	32	<1	25	0
Female	2009-2010	12	12	100	83	79	62	17	67	8	8		
	2010-2011	13	13	100	77	78	60	8	69	23	<1		
Male	2009-2010	23	23	100	57	71	63	13	43	26	17		
	2010-2011	12	12	100	58	76	61	<1	58	42	<1		
Caucasian/White	2009-2010	33	33	100	67	73	63	12	55	21	12		
	2010-2011	25	25	100	68	77	61	4	64	32	<1		
African American/Black	2009-2010	1	1	100			36						
	2010-2011	0	0				31						
Hispanic	2009-2010	1	1	100			45						
	2010-2011	0	0				48						
Asian or Pacific Islander	2009-2010	0	0				65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010	0	0				49						
	2010-2011	0	0				56						
Economically Disadvantaged	2009-2010	9	9	100		56	50						
	2010-2011	8	8	100		67	48						
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	5	5	100		73	36						
	2010-2011	2	2	100			31						
Limited English Proficient	2009-2010	0	0				38						
	2010-2011	0	0				35						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2011-2012 NCLB Report Card



School: Eddington School
SAU: RSU 63/MSAD 63
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 100	E: 99 M: 99	66	E: 74 M: 70	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	59	E: 67 M: 59	E: 61 M: 61	95	95	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	66	E: 74 M: 70	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	60	E: 68 M: 59	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: 100 M: 100	E: 99 M: 99	66	E: 60 M: 55	E: 58 M: 58	*	E: 100 M: 99	E: 99 M: 99	54	E: 53 M: 42	E: 48 M: 47			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	*	E: 35 M: 8	E: 33 M: 30	*	E: * M: *	E: 98 M: 98	*	E: 45 M: 4	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Eddington School
SAU: RSU 63/MSAD 63



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	10	0	4	0	0	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.